

Autumn 2023	Spring 2024	Summer 2024
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>• <b>Grandad's Island</b> Block 1</li> <li>• <b>Aesop's Fables</b> - The Goose that laid the Golden Eggs Block 2</li> <li>• <b>Mrs Noah's Pockets</b> Block 3</li> <li>• <b>Paddington</b> Blocks 4, 5</li> <li>• <b>The Christmas Pine</b> - Julia Donaldson Block 6</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Quangle Wangle's Hat</b> - Edward Lear Block 7</li> <li>• <b>Coming to England</b> Block 8</li> <li>• <b>The Street Beneath My Feet</b> Block 9</li> <li>• <b>Rhythm of the Rain</b> Blocks 10, 11</li> <li>• <b>Little People Big Dreams</b> Block 12</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fantastically Great Women Who Changed the World</b> Blocks 13, 14</li> <li>• <b>Aesop's Fables</b> – The Sun and The Wind Block 15</li> <li>• <b>Fantastic Mr Fox</b> Blocks 16, 17, 18</li> </ul>
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition (optional) <ul style="list-style-type: none"> <li>• Character descriptions A (Y2)</li> <li>• Poems developing vocabulary A (Y2)</li> <li>• Simple retelling of a narrative A (Y2)</li> <li>• Formal invitations A (Y2)</li> <li>• Stories from other cultures A (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry on a theme (humorous) A (Y2)</li> <li>• Non-chronological reports A (Y2)</li> <li>• Formal invitations B (Y2)</li> <li>• Stories from other cultures B (Y2)</li> <li>• Recount from personal experience A (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Non-chronological reports B</li> <li>• Simple retelling of a narrative B</li> <li>• Recount from personal experience B</li> <li>• Poems developing vocabulary B (Enrichment)</li> <li>• Character description B</li> <li>• Poetry on a theme (humorous / poems about change) B (Enrichment)</li> </ul>
<b>Mathematics Y1</b> <ul style="list-style-type: none"> <li>• Place Value (Within 10)</li> <li>• Addition and subtraction (Within 10)</li> <li>• Geometry (shape)</li> </ul>	<ul style="list-style-type: none"> <li>• Place Value within 20</li> <li>• Addition and Subtraction (Within 20)</li> <li>• Place Value (within 50)</li> <li>• Length and height (</li> <li>• Mass and Volume</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and Division</li> <li>• Fractions</li> <li>• Position and Direction</li> <li>• Place Value (within 100)</li> <li>• Money</li> <li>• Time</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>• Living things and their habitats (Y2)</li> <li>• Uses of everyday materials (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Animals, including humans (Y2)</li> <li>• Revisit Living things and their habitats / materials (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Plants (Y2)</li> <li>• Revisit Living things and their habitats / Animals, including humans (Y2)</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>• Drawing Block A (Y2)</li> <li>• Painting Block B (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Printmaking Block C (Y2)</li> <li>• Textiles and collage Block D (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• 3D Block E (Y2)</li> <li>• Creative Response Block F (Y2)</li> </ul>
<b>Computing Digital Citizenship</b> <ul style="list-style-type: none"> <li>• Purple Mash: Online Safety (Unit 2.2)</li> <li>• Project: Digital Citizenship presentation</li> </ul> <b>Computer Science</b> <ul style="list-style-type: none"> <li>• Purple Mash: Coding (Unit 2.1)</li> </ul>	<b>Information Technology</b> <ul style="list-style-type: none"> <li>• Apple Everyone Can Create Early Learners: Photo- Edit photos</li> <li>• Project: Create a piece of photo art</li> </ul> <b>Computer Science</b> <ul style="list-style-type: none"> <li>• Apple Everyone Can Code Early Learners: Functions</li> </ul>	<b>Information Technology</b> <ul style="list-style-type: none"> <li>• Apple Everyone Can Create Early Learners: Video- Tell a story</li> <li>• Project: Do a video treasure hunt</li> </ul> <b>Computer Science</b> <ul style="list-style-type: none"> <li>• *App Design Template from Early Learners.</li> <li>• Project: Create an App in Keynote (as a class or small groups)</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>• Textiles Block A (Y2)</li> <li>• Food and Nutrition Block B (Y2) <i>Sci Living things</i></li> </ul>	<ul style="list-style-type: none"> <li>• Mechanisms Block C (Y2)</li> <li>• Materials Block D (Y2) <i>Sci Use of Everyday materials</i></li> </ul>	<ul style="list-style-type: none"> <li>• Food and Nutrition Block E (Y2)</li> <li>• Structures Block F (Y2)</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>• Human and Physical features (Y2)</li> <li>• Compare a small part of the UK to a non-European location – London and Nairobi (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare a small part of the UK to a non-European location – London and Nairobi (Y2)</li> <li>• Fieldwork and map skills (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Fieldwork and map skills (Y2)</li> <li>• Compare a different non-European location to our locality - Amazon Rainforest (Y2)</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>• Events beyond living memory (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Significant historical events, people, places in our locality (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Significant historical events, people, places in our locality (Y2)</li> <li>• Revisit – Events beyond living memory (Y2)</li> </ul>
<b>CUSP Music - Tuned and untuned percussion</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Untuned focus: Experimenting with sounds 2 Block A</li> <li>• Representing sounds pictorially Block A</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>• Singing focus: Being together in music 2 Block B (Y2)</li> <li>• Control the voice – sing as a choir Block B (Y2)</li> </ul>	<b>Music</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Untuned focus: Introducing rhythm and pulse 2 Block C (Y2)</li> <li>• Compose short patterns Block C (Y2)</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>• Singing focus: Introducing pitch 2 Block D (Y2)</li> <li>• Control and describe pitch Block D (Y2)</li> </ul>	<b>Music</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Tuned focus: Introducing tempo and dynamic 2 Block E (Y2)</li> <li>• Control and describe tempo and dynamic Block E (Y2)</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>• Singing focus: Exploring emotions through music 2 Block F (Y2)</li> <li>• Choose sounds to create an effect Block F (Y2)</li> </ul>
<b>Physical Education</b> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Ball Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Net and Wall</li> <li>• Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Sending and Receiving</li> </ul>

<ul style="list-style-type: none"> <li>• Invasion Games</li> <li>• Yoga</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Target Games</li> </ul>	<ul style="list-style-type: none"> <li>• Striking and Fielding</li> <li>• Team Building</li> </ul>
<p><b>Personal Social Health Education</b></p> <p><b>Being me in my world</b></p> <ul style="list-style-type: none"> <li>• Hopes and fears for the year, rights and responsibilities, rewards and consequences, safe and fair learning, environment, valuing contributions, choices, recognising feelings.</li> </ul> <p><b>Celebrating differences</b></p> <ul style="list-style-type: none"> <li>• Assumptions and stereotypes about gender, understanding bullying, standing up for self and others, making new friends, gender diversity, celebrating differences and remaining friends.</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Achieving realistic goals</li> <li>• Perseverance</li> <li>• Learning strengths</li> <li>• Learning with others</li> <li>• Group co – operation</li> <li>• Contributing to and sharing</li> <li>• Success.</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Healthier choices,</li> <li>• Relaxation</li> <li>• Healthy eating and nutrition</li> <li>• Healthier snacks and sharing food.</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Different types of family</li> <li>• Physical contact boundaries</li> <li>• Friendship and conflict</li> <li>• Secrets</li> <li>• Trust and appreciation</li> <li>• Expressing appreciation for special relationships.</li> </ul> <p><b>Changing me</b></p> <ul style="list-style-type: none"> <li>• Life cycles in nature</li> <li>• Growing from young to old</li> <li>• Increasing independence</li> <li>• Differences in female and male bodies (correct terminology)</li> <li>• Assertiveness</li> <li>• Preparing for transition.</li> </ul>
<p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>• 2.1 The Bible. Why is it such a special book?</li> <li>• 2.2 Christmas. Why was the birth of Jesus such good news?</li> <li>• UC 1.3 Why does Christmas matter to Christians?</li> </ul>	<ul style="list-style-type: none"> <li>• 2.3 Jesus, friend to everyone</li> <li>• UC 1.4 What is the Good News Jesus brings?</li> <li>• 2.4 Easter. How do symbols help us to understand the story?</li> <li>• UC 1.5 Why does Easter matter to Christians?</li> </ul>	<ul style="list-style-type: none"> <li>• 2.5. Why is the Church a special place for Christians?</li> <li>• 2.6. What happened at the Ascension and Pentecost?</li> </ul>
<p><b>Christian Values</b></p> <p>Throughout the year children have opportunities to reflect, discuss and learn about all Christian Values through Collective Worship, Religious Education and the wider curriculum: Creativity, <b>Respect</b>, Perseverance, Forgiveness, Peace, <b>Trust</b>, Compassion, Generosity, Justice, <b>Friendship</b>, Responsibility, Thankfulness, Service, Truthfulness, Forgiveness, Wisdom, <b>Hope</b>, Koinonia</p>		